

BEHAVIOR SUPPORT PLAN QUALITY EVALUATION SCORING GUIDE[©] -REVISED 7/04

For use with the PENT Cadre 2003 revised and expanded Behavior Support Plan

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Listed at: www.dcs-cde.ca.gov



HOW THE BEHAVIOR SUPPORT PLAN QUALITY EVALUATION GUIDE CAME TO BE[©]

This instrument was created by Diana Browning Wright, PENT Director (Positive Environments, Network of Trainers) and Dru Saren of the California Department of Education-Diagnostic Centers to address the needs of the field for an instrument to evaluate the quality of behavior support planning across the state. Four hundred “successful” behavior plans submitted by the statewide PENT Cadre were analyzed by Wright and Saren in the development of this tool. It was then evaluated by the 9 member PENT leadership team prior to field-testing across California by the PENT Cadre¹. Following PENT Cadre finalization, 40 graduate students in behavior analysis and school psychology at California State University, Los Angeles under the leadership of G. Roy Mayer, scored the behavior support plans to further establish reliability and provide further insights in its use.

ACKNOWLEDGEMENTS

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To the **SELPA Directors** who identified the candidates to become a member of the PENT Cadre, thank you for your support.

For **all of the 1500 PENT statewide members**, we hope the work of your leadership and cadre members will be of benefit to you and we look forward to incorporating further insights into revisions from your use of this guide.

¹ PENT Cadre is the 200-member network of trainers and consultants across California who were nominated by their SELPA directors. The Cadre attended advanced training and now are linked with each other and the PENT Director.



USING THE BEHAVIOR SUPPORT PLAN QUALITY EVALUATION[©]

Diana Browning Wright

WHAT THIS QUALITY EVALUATION MEASURES

This scoring guide measures the extent to which the key concepts in behavior plan development appear in the plan.

WHAT THIS QUALITY EVALUATION *DOES NOT* MEASURE

1. Developmental Appropriateness

This scoring guide does not evaluate whether the interventions to teach a replacement behavior, and the environmental changes to reduce likelihood of problem behavior are appropriate for the developmental age of the student.

- For example, the plan may beautifully specify how to teach a replacement behavior (e.g., asking for a break from a non-preferred task) for a student who does not yet demonstrate the verbal ability to ask for a break when he is upset.

2. Accuracy Of Identified Function Of The Behavior

This scoring guide cannot evaluate whether the hypothesized function of the problem behavior is accurate and therefore whether all subsequent plan development is valid. When the hypothesis is made about the function of the behavior, the team is considering: the student's affect and the demonstrated behavior(s); everything that occur as a consequence to the problem behavior; and all environmental events occurring right before and during the behavior. When a plan is unsuccessful, one possible reason may be an inaccurate hypothesis of behavior function. Further observations and discussions may be necessary.

- For example, the plan may clearly describe interventions for a student trying to escape a task, yet further analysis may show attention seeking is the true function.

3. Whether This Plan Was Implemented Consistently, As Described, With Skill

No plan can be written with enough detail to completely describe the full nuance of adult behavior to respond to problem behavior, every detail in teaching a new behavior, and the exact specifics of environmental change. Further observation may be necessary to see that what the team envisioned in their discussion is happening.



KEY CONCEPTS IN BEHAVIOR SUPPORT PLANNING[®]

Diana Browning Wright

- ❑ *Behavior serves a purpose for the student. All behaviors, including problem behavior, allow the student to get a need met (i.e., behavior serves a function).*
 - This behavior has worked in the past, or is currently working to get something the student desires, or avoids/protests something the student wishes to remove.
 - **The BSP must identify the function of the problem behavior in order to develop a plan that teaches an alternative replacement behavior that serves the same function**

- ❑ *Behavior is related to the context/environment in which it occurs.*
 - Something is either in the environment, or NOT in the environment which increases the likelihood the behavior will occur
 - **The BSP must identify what environmental features support the problem behavior in order to know what environmental changes will remove the need to use the problem behavior.**

- ❑ *There are two strands to a complete behavior plan. Changing behavior requires addressing both the environmental features (removing the need for use of problem behavior to get needs met) AND requires teaching a functionally-equivalent behavior that student can use to get that same need met in an acceptable way.*
 - **A complete BSP must address both strands: make environmental changes that support acceptable behavior, AND specify how to teach or elicit functionally equivalent acceptable behavior. When a plan is implemented well and change is not occurring, evaluating whether both strands were addressed is a first step.**

ADDITIONAL BSP CONCEPTS AND COMPONENTS

- New behavior must be reinforced to result in maintenance over time
 - BSP must specify reinforcement for new functionally equivalent behavior (BSP may also wish to specify general reinforcement for positive behaviors)

- Implementers need to know how to handle problem behavior if it occurs again
 - BSP must specify reactive strategies ranging from prompting the alternative replacement behavior through distraction, redirection, progressive removals, school and district disciplinary required actions

- Communication needs to be between all important stakeholders, frequently enough to result in the continuous teaming necessary to achieve success
 - BSP must specify who communicates with whom, how frequently and in what manner.



BEHAVIOR SUPPORT PLAN QUALITY EVALUATION SCORING GUIDE[©]-REVISED

By Diana Browning Wright, M.S., Dru Saren, Ph.D., G. Roy Mayer, Ed.D.,

with contributions from the Positive Environment, Network of Trainers Teams and the PENT Research Associate Team

Components to Evaluate	Scoring	Examples: All examples below relate to the same student and same behavior	Key Concepts
A. PROBLEM BEHAVIOR (line 1) Problem behavior in observable terms <ul style="list-style-type: none"> “Behavior impeding learning is...” 	2 = Problem behavior(s) are observable, measurable, and clearly defined 1 = Problem behavior(s) are not observable, measurable or not clearly defined 0 = No problem behavior(s) or student is described instead of the behavior	2 = “Defiance: ignores teacher requests to complete a written assignment and continues self-selected activity” (this includes observable/measurable examples) 1 = “Defiance” (but no further description) 0 = “He is defiant and lazy”	<ul style="list-style-type: none"> Define the problem behavior clearly so you can measure progress. If you use general umbrella terms like “defiance”, give examples of what the child does so everyone understands. If you have multiple problem behaviors, either try to focus on one, or number each behavior to correlate with matched functions and matched interventions later in the plan.
B. PREDICTORS OF BEHAVIOR (line 5) Predictors (Triggers) of problem behavior(s) present <ul style="list-style-type: none"> “What are the predictors for the behavior?” 	2 = Predictors described with at least one detail, e.g., time, place, people present or absent, task difficulty, specific curricula, etc. 1 = Predictors described with no details, e.g., time, place, people present or absent, task difficulty, specific curricula, etc. 0 = No specific predictors of problem behavior, or only predictors from other environments	2 = “Requested to do work: after recess, by himself, when there is a substitute teacher, for any seatwork that is longer than 10 minutes.” 1 = “Requested to do work.” 0 = “Anytime,” or “His parents won’t take him to counseling,” or “He doesn’t get along with his brothers.”	<ul style="list-style-type: none"> When can you most expect the behavior to occur? Be as specific as possible. By identifying predictors, you have clues necessary to find why the behavior is occurring. Sometimes the predictors will be obvious to casual observations and interviews; other times data collection will be necessary.

Components to Evaluate	Scoring	Examples: <i>All examples below relate to the same student and same behavior</i>	Key Concepts
<p>C. ANALYSIS OF WHAT SUPPORTS THE PROBLEM BEHAVIOR IS LOGICALLY RELATED TO PREDICTORS (line 6 links to 5)</p> <p>Identified antecedent environmental variables influencing behavior</p> <ul style="list-style-type: none"> • <i>“What supports the student using the problem behavior, i.e., What is in or missing in the environment and/or the instruction” AND “Any current predictors for behavior?”</i> 	<p>2 = The features of the environment (line 6) are logically related to the identified predictors (line 5)</p> <p>1 = Features of the environment, whose absence or presence affect the behavior, are identified (line 6) BUT are not logically related to the identified predictors (line 5)</p> <p>0 = What is described as supporting problem behavior (line 6) is not a feature of the environment described as predictors (line 5)</p>	<p>2 = Missing in Environment: “The classroom has not yet been structured to provide peer buddy during seatwork.” (line 6) is logically related to predictor listed, e.g., “whenever he is required to work alone, without peer support.” (line 5)</p> <p>Present in Instruction: “He expresses the desire to work on his own”(line 6) matched with “an adult closely monitors each seatwork task” (line 5)</p> <p>1 = Missing in Environment: “The classroom has not yet been structured to provide peer buddy during seatwork.” (line 6) is not logically related to predictor listed, e.g., “after he has been with his non-custodial parent on the weekend.” (line 5)</p> <p>0 = “His older brother supports his acting tough at home,” or, “Nothing, he should take responsibility for his work like everybody else.”</p>	<p>It is not enough to describe the situation or predictors of problem behavior. (line 5) The team must analyze what it is about that situation that results in the likelihood of problem behavior.</p> <p>Example: “He acts out every math class” is not enough. (line 5) “He acts out during math class because math is hard for him and accommodations have not yet been implemented” established the logical link. (line 6)</p> <p>Line 6 is the summative statement that drives development of interventions to address environmental conditions. The purpose of environmental changes are to remove the need for the student to use this problem behavior.</p>

Components to Evaluate	Scoring	Examples: <i>All examples below relate to the same student and same behavior</i>	Key Concepts
<p>D. ENVIRONMENTAL STRUCTURE (FOR PROBLEM PREVENTION AND PROMOTION OF REPLACEMENT BEHAVIOR) IS LOGICALLY RELATED TO WHAT SUPPORTS THE PROBLEM BEHAVIOR (line 7 links to 6)</p> <p>Specified environmental, curriculum and/or interaction changes to remove need to exhibit the problem behavior</p> <ul style="list-style-type: none"> • <i>“What environmental changes, structure and supports are needed to remove the student’s need to use this behavior” is logically related to “What supports the student using the problem behavior.”</i> 	<p>2 = One or more environmental changes in time, or space, or materials, or interactions (line 7) is logically related to what was identified as supporting problem behavior (line 6)</p> <p>1 = One or more environmental changes (time, or space, or materials, or interactions) are listed (line 7) BUT they are not logically related to what was identified as supporting the problem behavior (line 6)</p> <p>0 = Environmental changes in time, or space, or materials, or interactions are absent</p>	<p>2 = “Student will be seated by a peer buddy” (line 7) is logically related to predictor listed, “Student dislikes working alone.” (line 6)</p> <p>1 = “Student will be seated by a peer buddy” (line 7) BUT this is not logically related to the environmental analysis e.g., no mention of a “lack of peer interaction.” (line 6)</p> <p>0 = “Teacher gives 2 warnings, then sends student to the office when he isn’t on task.”</p>	<p>Environmental changes to reduce the student’s need to use problem behavior is one strand of positive behavioral support. Typically this requires more than one change in time, space, materials and interactions.</p> <p>When the logical relationship between environmental changes (line 7) and what is supporting problem behavior (line 6) is clear, the environmental strand is complete.</p>

Components to Evaluate	Scoring	Examples: <i>All examples below relate to the same student and same behavior</i>	Key Concepts
<p>E. FUNCTION OF BEHAVIOR IS LOGICALLY RELATED TO PREDICTORS (line 8 links to 5)</p> <p>Identified the function of the behavior</p> <ul style="list-style-type: none"> “Team believes behavior occurs because...” logically related to “What are the predictors for behavior.” 	<p>2 = Identified function(s) ARE getting or escaping/protesting/avoiding (line 8) AND are logically related to predictors of behavior (line 8 to 5)</p> <p>1 = Identified function(s) ARE getting or escaping/protesting/avoiding (line 8) but are not logically related to predictors for behavior (line 5)</p> <p>0 = No identified function of what student is either: 1) getting or, 2) escaping/protesting/avoiding</p> <p>Note: There can be more than one function. Score 2 points ONLY if each function is linked to a predictor for each behavior.</p>	<p>2 = “He is avoiding doing assignment (line 5) when math seatwork or an essay is assigned.” Coupled with, “math is an activity he is escaping.” (line 8)</p> <p>1 = “He is avoiding doing assignments,”(line 8) with no mention of an activity he wants to escape. (line 5)</p> <p>0 = “He doesn’t want to work.”</p>	<p>Making the logical connection between function and predictors is essential. All behavior is purposeful. When we understand that purpose, we can begin to determine interventions. The entire plan is built on understanding why the student is using this behavior to get his/her needs met.</p> <p>Analyzing the function of the behavior requires examining what is happening right before and during the behavior.</p> <p>Look at the student’s affect and his/her verbal and non-verbal responses. This is a critical step in identifying the predictors and developing a hypothesis about the function of the behavior.</p>
<p>F. REPLACEMENT BEHAVIOR(S) (line 9) SERVE THE SAME FUNCTION (line 8) AS THE PROBLEM BEHAVIOR(S)</p> <p>Functionally equivalent behavior(s) must be identified</p>	<p>2 = Replacement behavior (line 9) serves the same function (line 8)</p> <p>1 = No score of 1. Replacement behavior (line 9) <u>must</u> serve the same function (line 8)</p> <p>0 = No identified replacement behavior(s) (line 9) that serves the same function (line 8)</p>	<p>2 = “Student will request a break and will negotiate break length” (line 9) serves the same function as “avoiding doing math seatwork and essays” (line 8)</p> <p>For this component, score 2 or 0</p> <p>0 = “Student will do what staff requests.” (function was avoiding work; this is not a replacement behavior allowing the avoiding of work in an accepted form)</p>	<p>The replacement behavior is a positive alternative that allows the student to either get something or protest/avoid something in a way that is acceptable in the environment.</p> <p>The replacement behavior must serve the same function and be as easily performed as the problem behavior.</p> <p>In addition to the strand of environmental changes (line 7), the strand of replacement behavior (line 9) is required for a completely developed behavior plan.</p>

<i>Components to Evaluate</i>	<i>Scoring</i>	<i>Examples: All examples below relate to the same student and same behavior</i>	<i>Key Concepts</i>
<p>G. TEACHING STRATEGIES (line 10) SPECIFY TEACHING AND OR ELICITING REPLACEMENT BEHAVIOR(S) (line9)</p> <p>Specified teaching of a replacement behavior that allows student to meet functional need in an acceptable way (“Teaching strategies” specify “what team believes student should do instead of the problem behavior”)</p>	<p>2 = Teaching strategies (line 10) for the replacement behavior (line 9) include some detail: e.g., more than one strategy, materials well described or list of specific procedures, etc.</p> <p>1 = Teaching strategies (line 10) are meager</p> <p>0 = No strategies described (line 10) to teach or elicit the replacement behavior (line 9), or what is to be taught is not related to the replacement behavior</p>	<p>2 = “Teacher will instruct, provide practice sessions, and cue student to use break negotiation strategies using the XYZ problem solving curriculum and speech/ language teacher will practice skills in small group 2x week.” (line 10)</p> <p>1= “Teacher will demonstrate how to request a break.” (line 10) with no details</p> <p>0 = No strategy described “Teacher will structure curriculum into 10 minute segments.” (line 10) not related to teaching break negotiation</p> <p>0 = Strategy described, but not related to replacement behavior “Teacher will instruct in word processing.” (line 10) with no other reference to teaching break negotiation</p>	<p>Comparing the replacement behavior to be taught or elicited with the function of the problem behavior is critical to determine whether this is an effective match.</p> <p>When the logical relationship between replacement behavior and teaching strategies is clearly discernable, this strand of behavior support planning is complete.</p> <p>A plan to teach or elicit this replacement behavior must be carefully thought out, with materials and personnel specified.</p> <p>Teaching section can include good strategies for increasing student skills, but this section <u>must</u> include the specific teaching strategy for the identified replacement behavior.</p>

Components to Evaluate	Scoring	Examples: <i>All examples below relate to the same student and same behavior</i>	Key Concepts
<p>H. REINFORCERS (line 11)</p> <p>Specified reinforcers the student is known to seek</p> <ul style="list-style-type: none"> Analysis: "Reinforcement procedures" 	<p>2 = Specific reinforcer, and ONE of the following:</p> <ul style="list-style-type: none"> ♦ power + frequency power = highly desired, but usually can't be delivered very frequently ♦ variety + frequency variety = two or more reinforcers ♦ immediacy + frequency immediacy = delivered immediately after the replacement behavior <p>1 = Specific reinforcer(s) with frequency of use listed, but no variety, power or immediacy in evidence</p> <p>0 = Vague and/or no frequency</p>	<p>2 =</p> <ul style="list-style-type: none"> ♦ power + frequency "Student will earn time on the new computer game he likes at the end of each day." ♦ variety + frequency "Student will choose: earn computer time at the end of each day or a positive note home or permission to sit near a friend." ♦ immediacy + frequency "Student will receive a computer ticket each time he completes 5 minutes of seatwork." <p>1 = "Student will earn computer time at the end of each day."</p> <p>0 = "Student will be praised."</p>	<p>The most important consideration is whether or not this is a "reinforcer" (something <u>the student</u> wishes to attain) rather than a "reward" (something <u>we</u> think the student wants.) Consider:</p> <ul style="list-style-type: none"> How do you know the student desires this reinforcer? Can the student wait for this reinforcer, even if it is known to be a powerful one? Should a less powerful reinforcer be delivered more frequently? Does the student grasp the connection between the reinforcer and the behavior? If in doubt, increase immediacy. <p>Sometimes <u>who</u> gives the reinforcement is the most important consideration:</p> <ul style="list-style-type: none"> From whom does the student most want to receive the reinforcer? Choose adult (teacher, principal, parent, counselor, etc.), or peer(s)

Components to Evaluate	Scoring	Examples: <i>All examples below relate to the same student and same behavior</i>	Key Concepts
<p>I. REACTIVE STRATEGIES (line 12)</p> <p>Reactive strategies that were clearly communicated and understood by all implementers</p> <ul style="list-style-type: none"> • <i>Analysis: “Reactive strategy to employ/debriefing procedures to use if problem behavior occurs again.”</i> 	<p>2 = Reactive strategies with THREE of four components present: 1 = Reactive strategies with TWO of the following components: 0 = None, OR only one strategy; OR strategies only emphasize punishment</p> <p>Reactive Strategy Components</p> <ol style="list-style-type: none"> 1) Describes strategies to prompt student to switch to the replacement behavior Key: What staff actions should be used to redirect student to alternative behavior? 2) Describes procedure(s) to handle escalated behavior Key: What further actions should staff take during the problem behavior episode if redirecting isn’t successful? 3) Describes debriefing method(s) following the behavior Key: What should staff do after the problem behavior episode to process with the student what happened and what to do in the future? 4) Specifies consequences or punishment Key: What staff actions will occur because of school discipline policy, or classroom rules, or team’s decision about a consequence? 	<p>2 = Any three of four components 1 = Any two of four components</p> <p>Four Component Examples</p> <ol style="list-style-type: none"> 1) Describes strategies to prompt student to switch to the replacement behavior e.g.: “Teacher will remind student how to negotiate a break when work folder is complete. Teacher will specifically use the 4 step (redirecting) method at this time.” 2) Describes procedure(s) to handle escalated behavior e.g.: “During the problem behavior episode, the teacher will sit very close to student, present a two choice format of which work folder to complete using a non-emotional tone, waiting for swearing to end and student to choose a task.” 3) Describes debriefing method(s) following the behavior e.g.: “Teacher will assist student in analyzing his problem behavior using ‘My Inappropriate Behavior Worksheet.’” 4) Specifies consequences or punishment e.g.: “He will not receive points for the period due to lack of completing the task which would earn 12 points” or, “student will complete unfinished assignments in detention.” <p>0 = Zero or one component</p>	<p>There is a progression in selecting reactive strategies. Describe what the staff will do if the problem behavior occurs again.</p> <ol style="list-style-type: none"> 1. Switch-Often the problem can be de-escalated by using a prompt. 2. Handle-Interventions during escalated behavior focus on keeping everyone safe. 3. Debrief- Therapeutic rapport is restored through effective debriefing. 4. Consequence-Consequences or punishment are not always required. <p>A consequence may be required due to school rules, outside agencies, parental request, etc. It may or may not be experienced as a punishment by the student, e.g., sending to the office thought to be punishment, but student finds it reinforcing.</p> <p>Punishment is an action that the student finds aversive and results in elimination or reduction in problem behavior.</p> <p>Beware that a reactive strategy does not inadvertently reinforce the problem behavior, e.g., student screams (function of scream determined to be to escape a task). Do not allow escape following the scream. Instead, require a very brief compliance prior to the escape (“Raise your hand to leave, Peter.”)</p> <p>All stakeholders should be consistent in their approach in handling the escalating problem behavior. If the student can comprehend the plan, s/he should be aware of all parts of the plan, including what strategies will be used for problem behaviors.</p> <p>Debriefing can be a dialogue or a written process done with staff, e.g. “My Inappropriate Behavior” worksheet. For younger or less cognitively able students, where insight is not possible, “debriefing” can entail a session to model replacement behavior, or guided practice with the student, or a review of a picture sequence depicting alternative behavior steps.</p>

Components to Evaluate	Scoring	Examples: <i>All examples below relate to the same student and same behavior</i>	Key Concepts
J. GOALS AND OBJECTIVES (line 13) Identified goals and objectives	<p>2 = A goal/objective for replacement behavior is present AND all goal(s)/objective(s) are complete (All 6 key components are present.)</p> <p>Key: replacement behavior + all 6 key components</p> <p>1 = A goal/objective for a replacement behavior is present, AND key components 1 and 2 are present; (see 6 key components)</p> <p>Key: replacement behavior goal + key components 1 & 2</p> <p>0 = A goal/objective for replacement behavior is not present, OR if present, does not include key components 1 and 2</p> <p>Key: replacement behavior goal absent, or if present doesn't include key components 1 & 2</p>	<p>2 = "By 6/03 Student will request a break during seatwork using the technique taught and practiced in class and speech therapy with 100% accuracy at least five times as observed and rated by teachers on 3/5 days." <i>(Analysis: Replacement goal and all 6 key components present.)</i></p> <p>1 = "Student will request a break " <i>(Analysis: Goal is for replacement behavior and has first two components: observable and measurable; specifies what the student will do; missing components 3 through 6.</i></p> <p>0 = "Student will stop wasting time." "Student will feel less frustrated." <i>(Analysis: replacement behavior goal absent; also missing all components)</i></p> <p>"Student will develop skills in negotiation." <i>(Analysis: replacement behavior present, but key components 1 & 2 missing)</i></p>	<p>6 Key Components for Scoring A Complete Goal or Objective</p> <ol style="list-style-type: none"> 1) observable and measurable, 2) specifies what the student will do, 3) by when will criteria be reached, 4) under what conditions, 5) at what level of proficiency, 6) how and by whom mastery will be measured <p>To be observable & measurable, the description should clearly state what the behavior looks like with no ambiguity on what is to be measured.</p> <p>Behavior plans <u>must</u> include monitoring of student mastery of the replacement behavior in order to measure the success of the plan. The team <u>may</u> also consider additional goals for reduction in problem behavior frequency or general increase in positive behaviors.</p> <p>These goals and objectives may occur only on the behavior plan if the student does not have an IEP/504 plan and should be monitored periodically. If the student has an IEP/504 plan, they must also appear on that central document and be monitored with all IEP goals.</p> <p>Changes to goals should be made in accordance with the communication provisions in the plan. If this behavior plan is part of an IEP/504 plan revisions require following IEP/504 team procedures.</p>

Components to Evaluate	Scoring	Examples: <i>All examples below relate to the same student and same behavior</i>	Key Concepts
K. TEAM COORDINATION IN IMPLEMENTATION, MONITORING, COMMUNICATING (lines 7, 10, 11, 12, 14) The plan identifies all personnel to implement, monitor and exchange information (lines 7, 10, 11, 12, 14)	<p>2 = All implementers and those who will be exchanging information are identified and their specific responsibilities noted (lines 7, 10, 11, 12, 14)</p> <p>1 = Not all implementers and those who will be exchanging information are identified or their specific responsibilities are not noted (lines 7, 10, 11, 12, 14)</p> <p>0 = No team members identified (lines 7, 10, 11, 12, 14)</p>	<p>Check lines 7, 10, 11, 12, 14</p> <p>Examine to determine if interventions or duties are all correlated with team members assigned</p>	<p>All implementers must be clear on their specific responsibilities which are infused throughout the plan (lines 7, 10, 11, 12, 14)</p> <p>For each intervention or duty, consider adding team member's initials so responsibility can be clearly determined.</p>
L. COMMUNICATION (line 14) Communication provisions detail manner of exchange, frequency and content to be shared (line 14) "Manner and content of communication"	<p>2 = A description of the communication process specifies manner of exchange, frequency and content AND the exchange is two-way between at least two people.</p> <p>1 = The description of the communication process specifies manner of exchange, frequency and content but no two-way communication is described.</p> <p>0 = The description of the communication exchange is missing one element: manner of exchange, content or frequency (line 14)</p>	<p>2 = "Student's daily report card will be reviewed by parent and student nightly (see attached sample card); all sheets will be distributed to the counselor weekly; parents will report back to school on student independent homework completion; IEP team will review all data at next meeting." (Analysis: 2-way communication, frequency, manner, content is specified)</p> <p>1 = "Student will take home a daily report card about behavior (see attached sample card)." (Analysis: no 2-way communication, frequency, manner, and content is specified)</p> <p>0 = "Teacher will send home notes."</p>	<p>Establishing effective communication requires a team approach among school, home, agencies, student and others and requires active exchange among all stakeholders. (line 14)</p> <p>Effective communication involves specifying:</p> <ol style="list-style-type: none"> 1. Who: Which important people in the school and in the student's life will communicate 2. Content: What should be communicated back <u>and</u> forth 3. Frequency: How often the exchange will occur 4. Manner: How the exchange occurs: phone, in person, written note, log book, etc.

BSP-QE SCORING GUIDE BRIEF SUMMARY

(Do not use this guide without extensive practice on the full BSP-QE Manual)

Components to Eval	Line	2 Points	1 Point	0 Point
A. Problem behavior	1	Problem behavior(s) are observable, measurable, and clearly defined	Problem behavior(s) are not observable, measurable, or not clearly defined	No problem behavior(s) Or, student is described instead of the behavior
B. Predictors/ triggers of problem behavior(s) present	5	Predictors described with at least one detail	Predictors described with no details	No specific predictors of problem behavior
C. Analysis of what supports the problem behavior is logically related to predictors	6 to 5	Environmental features (6) are logically related to the identified predictors/triggers (5): A-B-C	Environmental features are identified but not logically related	What is described as supporting problem behavior is not a feature of the environment
D. Environmental change is logically related to what supports the problem behavior	7 to 6	One or more environmental changes in time, or space, or materials, or interactions (7) is logically related to what was identified as supporting problem behavior (6)	One or more environmental changes are listed but not logically related	Environmental changes are absent
E. Predictors related to function of behavior	8 to 5	Functions (of getting or escaping) (8) are identified and are logically related to predictors of behavior (5)	Functions are identified but not logically related to predictors of behavior	No function is identified.
F. Function related to replacement behavior	9 to 8	Replacement behavior (9) serves the same function (8)		No identified replacement behavior that serves the same function
G. Teaching strategies specify teaching or eliciting replacement behavior	10 to 9	Teaching strategies (10) for the replacement behavior (9) include some detail	Teaching strategies are meager	No strategies described to teach replacement behavior
H. Reinforcers	11	Specific reinforcers and one of the following: power/variety/immediacy + freq	Specific reinforcer(s) with frequency of use listed	Vague and/or no frequency
I. Reactive strategies	12	Three of four components: description of strategies, procedures, methods, consequences/punishment	Two of the four components: description of strategies, procedures, methods, consequences/punishment	None or only one strategy; or strategies only emphasize punishment
J. Goals and objectives	13	Replacement + all six components 1) observable and measurable 2) specifies what student will do 3) by when will criteria be reached 4) under what conditions 5) at what level of proficiency 6) how and by whom mastery will be measured	Replacement behavior goal + key components 1 & 2	Replacement behavior goal absent, or if present doesn't include key component 1 & 2
K. Team coordination in implementation	7, 10, 11, 12, 14	All implementers are identified and responsibilities specified	Not all are identified or specific responsibilities not noted	No team members identified
L. Communication	14	Specify manner of exchange, frequency and content, and 2-way exchange between at least two people	Specify manner of exchange, frequency and content, but no 2-way communication	Missing of one element: manner of exchange, content, or frequency

SUMMARY OF BEHAVIOR SUPPORT PLAN QUALITY EVALUATION

- _____ A. Problem Behavior
- _____ B. Predictors of Behavior
- _____ C. Analyzing What is Supporting Problem Behavior
- _____ D. Environmental Changes
- _____ E. Predictors Related to Function
- _____ F. Function Related to Replacement Behaviors
- _____ G. Teaching Strategies
- _____ H. Reinforcement
- _____ I. Reactive Strategies
- _____ J. Goals and Objectives
- _____ K. Team Coordination
- _____ L. Communication
- _____ *Total Score (X /24)*

A well developed plan embodies best practice: a careful analysis of the problem, comprehensive interventions and a team effort to teach new behavior and remove elements in the environment associated with problem behavior.

- ***Fewer than 12 points = Weak Plan***
This plan may affect some change in problem behavior but the written plan only weakly expresses the principles of behavior change. This plan should be rewritten.
- ***13 – 16 points = Underdeveloped Plan***
This plan may affect some change in problem behavior but would require a number of alterations for the written plan to clearly embody best practice. Consider alterations.
- ***17 – 21 points = Good Plan***
This plan is likely to affect a change in problem behavior and elements of best practice are present.
- ***22 – 24 points = Superior Plan***
This plan is likely to affect a change in problem behavior and embodies best practice.

BSP QUALITY EVALUATION RECORD SHEET

Student: _____ Date of Plan: _____

Evaluator: _____ Date of Evaluation: _____

- _____ A. Line 1 Problem Behavior
- _____ B. Line 5 Predictors of Behavior
- _____ C. Line 6 links to 5 Analyzing What is Supporting Problem Behavior
- _____ D. Line 7 links to 6 Environmental Changes
- _____ E. Line 8 links to 5 Predictors Related to Function
- _____ F. Line 9 links to 8 Function Related to Replacement Behaviors
- _____ G. Line 10 links to 9 Teaching Strategies
- _____ H. Line 11 Reinforcement
- _____ I. Line 12 Reactive Strategies
- _____ J. Line 13 Goals and Objectives
- _____ K. Lines 7, 10, 12, 14..... Team Coordination
- _____ L. Line 14 Communication
- _____ *Total Score (X /24)*

Suggestions for improving this plan: _____

A well developed plan embodies best practice: a careful analysis of the problem, comprehensive interventions and a team effort to teach new behavior and remove elements in the environment associated with problem behavior.

- **Fewer than 12 points = Weak Plan**
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This plan is likely to affect a change in problem behavior and embodies best practice.



GUIDANCE FOR DEVELOPING A BEHAVIOR SUPPORT PLAN[©]

The following considerations are important to review after scoring the plan. The team may find it helpful to use the BSP Quality Evaluation Scoring Guide during plan development. The following additional points will enhance clarity and quality of the written product.

- ☐ Does the plan score in the good or superior range, with evidence that the plan was a team effort and consensus was achieved on plan contents?
- ☐ Are all interventions developmentally appropriate for this student?
- ☐ Has the plan been written with enough clarity and detail for any new staff to understand and implement it?
- ☐ Is the plan relatively free of extraneous details that hinder clarity?
 - If the team suggests many good environmental and teaching strategy changes that will generally benefit the student, consider including these in a separate accommodation plan or a separate list of derived interventions.
- ☐ If the behavior is complex, were strategies used to simplify a complexly written plan?
 - **Multiple Behaviors, Same Function**
If the plan attempts to address multiple behaviors (e.g., pinch, elope, scream) that have the same function (e.g., protest/escape) teaching strategies specific to each behavior must be discernable but environmental changes may be the same.
 - Consider numbering behaviors with corresponding interventions.
 - **One Behavior, Multiple Functions**
If the plan attempts to address one behavior (e.g., screaming) that serves multiple functions, (e.g., attention and protest/escape) strategies specific to each function must be discernable.
 - Consider numbering behaviors with corresponding interventions
 - **Multiple Behaviors, Multiple Functions**
If the plan attempts to address multiple behaviors with multiple functions, writing the plan with clarity and achieving consistent staff implementation becomes extremely difficult.
 - Consider identifying the behavior or behaviors that most interferes with learning and have the same function. When successful, proceed to develop plan(s) for remaining problem behaviors. Alternatively, consider addressing each selected behavior with each function on separate plans.



BSP QUALITY EVALUATION SCORING CONSIDERATIONS[©]

Diana Browning Wright

- ❑ **What if the plan is NOT successful and scores in the “weak” range?**
Success is not likely to be attained with a plan scoring in this range. All team members should develop a new plan using the BSP quality evaluation as a guide for each section.

- ❑ **What if the plan was NOT successful and scores in the “underdeveloped” range?**
The team should meet and review the plan to find which part(s) is not effective. Underdeveloped plans often contain incomplete or vaguely described interventions sometimes not consistent with the analysis of the problem.
 - ☑ Reexamine the function of the behavior
 - ☑ Reexamine the match between the developmental level of the student and the interventions.
 - ☑ Consider insights from the student. When the student is capable of discussing on-going problem behavior, a student’s perspective during debriefing may influence future BSP changes. Debriefing includes getting the student’s perspective on the behavior.
 - ☑ Be sure the team includes all future implementers
 - ☑ As you rewrite the plan, consider the quality evaluation guide so that all sections earn the maximum points

- ❑ **What if the plan is successful, but scores in the “underdeveloped” range?**
Other variables are likely to be responsible for the plan’s success, such as:
 - Team effort
 - Focused attention on replacement behavior
 - Reinforcement is increased in general
 - Environmental changes have been effective
 - Although all plans should incorporate a complete approach to solving the problem, sometimes even a portion of the plan well implemented will result in some change. For example, though a thorough plan includes both teaching a replacement behavior and changing environmental variables, sometimes even partial planning influences behavior.

Although the team evaluates the plan as “successful”, in the on-going review process which occurs to monitor student achievement of the goals and objectives, the team should determine if changes to the plan are needed to increase the likelihood of maintaining the new replacement behavior or generalizing it to multiple environments as well as decreasing environmental supports (if warranted) because the student has developed new positive behaviors requiring less support.

❑ **What if the plan is NOT successful, but scores in the “good” or “superior” range?**

Other variables beyond the scope of a quality evaluation of the BSP key concepts are likely to be responsible for the plan’s failure, such as:

- Inconsistent use of interventions, or interventions delivered differently than described
- Interventions delivered with additional features not described (e.g., a scowling face while delivering a reinforcer delivers both a reinforcer and a possible punisher)
- The interventions may be impossible for the student for a variety of reasons, e.g., the developmental characteristics of the student mismatched with interventions; the need for interventions and the frequency of reinforcement are higher than the plan delivers; reinforcement changes needed (i.e., changes in power, frequency, variety, immediacy); curriculum accommodations not in place
- **Function Strand Problem:** The function of the behavior was not accurate, and therefore the student’s reason for using the behavior continues because an inaccurate replacement behavior was developed
- **Environment Strand Problem:** Environmental changes that were made were not substantive enough to remove the need for the student to use this behavior

❑ **What if the plan is PARTIALLY successful, or PARTIALLY unsuccessful, regardless of the score?**

Examine all of the points made above. One of these points may account for variability. Also consider:

- Typically, the BSP resulted in just enough change to reduce the problem sometimes, but not enough change was made to sustain the use of a replacement behavior or consistent environmental change.
- Staff inconsistency in using interventions can also account for the variability of outcomes.
- Students with fluctuating states often require a fine-tuned plan with specific environmental changes specified in the plan to match the student’s affect at a particular time, increase or decrease task difficulty or access to reinforcers to match state fluctuation.



SOLVING BSP QUALITY EVALUATION SCORING PROBLEMS[©]

☐ **General Purpose Of Scoring A Behavior Plan**

- This guide was created to improve the quality of behavior plans while they are being written. Using the guide during the meeting allows anyone playing a consultant or leadership role to focus the team on writing the best plan they can without being the “expert” dictating what should be included. The consultant can engage the entire team in “scoring” what they have written and facilitate a collaborative attempt to rethink and rewrite when inadequacy is discovered. Eventually, teams will be better able to write plans without leadership guidance if they have initial successes and the guide as a reminder of what the plan should embody.
- This guide can also be used when a plan is not successful. The team must meet to reevaluate and strategize changes. This guide can help focus the team on what areas to address.
- A behavior plan will include positive behavioral supports (teaching a replacement behavior, making environmental changes) and effective reactive strategies which include consequences, including punishment and/or disciplinary actions when necessary. By using the guide throughout plan development and review, the appropriate balance between positive behavioral interventions and disciplinary considerations can be achieved.

☐ **Sometimes the team may have written a lot of extraneous information, making scoring difficult.**

(e.g., general environmental changes that would benefit the child, curriculum accommodations and remediation plans not relevant to the behavior in question, etc.)

- ☒ Ignore extraneous information for the purpose of scoring and search for the information that is to be scored. Use a highlighter to make the process easier.

☐ **Establishing the logical relationships between areas to be scored can be difficult, yet this is key to establishing internal validity.**

“Logically related” means you can either directly, or by inference, grasp the connection between the items in question.

- ☒ Do not be overly analytical. Not everything will be so clearly written that you can immediately determine the score especially when interrelating items. Move on. Proceed to the next item if you are unsure whether the item is a “0, 1 or 2”. Often moving on allows the evaluator to determine overall consistency in addressing the key concepts. Whether the item scores a “1”, a partial or incomplete attempt at the key concept, or a “2” will not be as critical as whether the key concept has not been addressed at all, a “0”. You can then return and more easily determine the score.

- ☐ **Scoring can be time consuming if you use a bottom-up method (looking at “0” and “1” criteria first), and can take much less time with a top-down method (looking at “2” criteria first).**

During the field trial of this instrument, the 9 member PENT Cadre Leadership Team and the 191 PENT Cadre members discovered that first examining the complete exemplar (“2”) aided the evaluator by making the key concept clear and decreased scoring time.

- ☒ Proceed in sequence on each item. 1) Score “2” if the key concept was fully present, 2) score “0” because it was clearly not present, or 3) analyze the difference between a “2” (complete), or a “1” (partially complete) and match to the item you are evaluating.

- ☐ **Is it better to score stringently or leniently?**

If you can tell the key concept is there, even if it could be better phrased, award the score. If you must really stretch to determine the key concept is present, look at the rest of the plan to determine if, as a whole, this plan addresses the strands adequately. Then go back and score with this in mind.

- ☐ **Sometimes the plan includes multiple behaviors. This makes scoring difficult. How should this be addressed?**

- **Same Function-Multiple Behaviors**

If the plan attempts to address multiple behaviors (e.g., pinch, elope, scream) that have the same function (e.g., protest/escape), strategies specific to each behavior must be discernable (e.g., numbered and correlated).

- ☒ Go through and number the behaviors, then search for the correlate intervention and assign the same number as the behavior. In the future, do the numbering as you develop the plan.

- **Different Functions-Multiple Behaviors**

If the plan attempts to address multiple behaviors (e.g., hitting, refusing work, late for school, profanity, etc.) with multiple functions (e.g., attention for some behaviors, protesting/avoiding or escaping for other behaviors), writing the plan with clarity and proceeding to achieve consistent staff implementation becomes extremely difficult. The key question is: What method of writing what we intend to do will result in implementers knowing exactly what to do for each behavior? The team may wish to meet again and either:

- ☒ Identify the behavior or behaviors that most interferes with learning and have the same function. Write a plan to address this problem. When successful, proceed to develop plan(s) for remaining problem behaviors.
- ☒ Alternatively, consider addressing selected behavior(s) with each corresponding function on separate plans. Although this results in more pages, it may be more helpful for the implementers. Consult with the entire team on what would be most beneficial.

❑ **Sometimes the plan is for a student who uses one behavior for multiple functions. How should this be addressed?**

If the plan attempts to address one behavior (e.g., screaming) that serves multiple functions, (e.g., attention sometimes and protest/escape at other times) strategies specific to each function must be discernable to the implementers (e.g., numbered and correlated). Applying a strategy to reduce attention seeking or teach attention seeking in an appropriate way does not address a behavior that is being used to protest or escape something, and visa versa. Again, consult with the entire team on what would be most beneficial.

POSITIVE BEHAVIOR SUPPORT, FUNCTIONAL BEHAVIORAL ASSESSMENT AND BEHAVIOR SUPPORT PLANNING: KEY CONCEPTS AND REQUIREMENTS

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“Positive Behavior Support” is a conceptual approach that is rapidly changing how we approach problem behavior. By focusing on the following approaches and key concepts, even behaviors that have been occurring for a long time can be changed. These concepts are radically different from reduction approaches that simply try to either punish the student for the behavior, or reward the student if s/he stops the problem behavior. The “Positive Behavior Support” approach is data-driven, based on carefully looking at the context of the behavior to understand why the behavior is occurring. This is followed by implementing an individualized behavior plan, not just to eliminate problem behavior, but to teach the student new skills and change environments and interactions to support a wide range of positive behaviors. The following outline describes what needs to be considered, regardless of the behavior plan format, when developing a behavior plan based on an understanding of the function of the behavior, i.e. a functional behavior assessment.

- ***Positive Behavioral Support Principle:*** *Behavior serves a purpose for the student. All behaviors, including problem behavior, allow the student to get a need met (i.e., behavior serves a function). Although all functions are legitimate and desirable, the method or form of the behavior may require alteration.*
 - **Key Concept:** This behavior has worked in the past, or is currently working to either, 1) get something the student desires, or 2) avoid or protest something the student wishes to remove.
 - **Requirement:** A behavior plan must identify the function of the problem behavior in order to develop a plan that teaches an alternative replacement behavior that serves the same function.
 - **Method:** Observing the student in the problem situation and interviewing others who are frequently present when the problem occurs is required. Focusing on the student’s facial expression and the response of others often yields cues as to what the function of the behavior may be.
 - **Examples of functions of behavior:**
 1. Billy throws his work on the floor because it is hard work for him and his face shows anger and frustration. **His actions are a protest.**
 2. Jane giggles and disrupts peers around her because she enjoys the attention and reactions she gets and her face shows pleasure and excitement. **Her actions are to get social attention**, even when that attention from peers is one of displeasure and disapproval.

3. Renee uses profanity not related to what is going on around her. Her face shows pleasure and excitement and she uses these words as a method of starting a conversation, e.g., her peers immediately tell her not to use these words and start conversing with her about the use of appropriate language.
Her actions are to get social interactions started.

☐ **Positive Behavioral Support Principle:** *Behavior is related to the context/environment in which it occurs.*

- **Key Concept:** Something is either present in the environment, or NOT present in the environment which increases the likelihood the problem behavior will occur.
 - **Requirement:** The behavior plan must identify what environmental features support the problem behavior in order to know what environmental changes will remove the student's need to use the problem behavior to achieve something desired.
 - **Method:** Observing the student in the problem situation and interviewing others who are frequently present when the problem occurs is required. Focusing on everything going on around the student, the nature of the instruction, interactions with and around the student, and the work output required by the curriculum is necessary to understand why the student uses this problem behavior.
 - **Examples of context/environment impact on problem behavior:**
 1. Billy has NOT YET received support to complete difficult work. He only throws math or reading worksheets that appear long and hard to him.
 2. Jane has NOT YET received direct instruction on how to appropriately make and keep friends. Her peers reinforce her behavior inadvertently by their strong responses. Her peers have neither learned how to reinforce her for appropriate behavior, nor learned how to change their loud expressions of disapproval in response to Jane's behavior.
 3. Renee has NOT YET received instruction on how to initiate social conversation without the use of her attention-getting swear words. Her peers have not learned how to direct Renee to use the alternative method of attention-seeking rather than correcting her for attempting to get their attention.

☐ **Positive Behavioral Support Principle:** *There are two strands to a complete behavior plan.*

- **Key Concept:** Changing behavior requires addressing both the environmental features (removing the need for use of problem behavior to get needs met) AND developing a replacement behavior (teaching a functionally-equivalent behavior that student can use to get that same need met in an acceptable way).

- **Requirement:** A complete behavior plan must address both strands: make environmental changes that support acceptable behavior, AND specify how to teach or elicit functionally equivalent acceptable behavior.
- **Method:** Writing an effective two strand plan requires a collaborative team that includes plan implementers and other important, supportive people in the student's life such as family members, any agency personnel (e.g., social workers, mental health providers, probation officers) and of course the student if his/her participation is possible.
- **Examples of two strand, complete approaches:**
 1. Billy's teacher will alter his assignments so that hard work will not appear overwhelming to him (remove need to protest). Billy will be taught an acceptable protest for work that appears difficult, such as calling the teacher over and telling her the work appears long and hard (functionally-equivalent alternative behavior).
 2. Jane will receive instruction on how to make and keep friends and her peers will receive instruction in how to calmly redirect her to use appropriate interactions to achieve their brief expressions of approval (remove need to get social attention in maladaptive ways). Jane will learn brief interactions during work periods that result in social approval from her peers, yet do not disrupt others (get social attention with functionally-equivalent alternative behavior).
 3. Renee's teachers will provide collaborative learning opportunities that allow Renee to be in sustained social interactions with her peers (removes need to use swear words to start a social interaction). Renee will be taught specific social interaction initiation techniques and her peers will be taught how to prompt her to use these techniques (functionally equivalent ways of starting a social dialogue).

□ **Positive Behavioral Principle:** *New behavior must get a pay-off as big or bigger than the problem behavior.*

- **Key Concept:** To achieve maintenance of a new behavior, it must be reinforced. Reinforcement is actions we take, privileges or tangibles we give, that the student really wants to get, and therefore he/she does the behavior again and again to get that reinforcement.
- **Requirement:** The behavior plan must specify reinforcement for the new functionally equivalent behavior. The behavior plan may also wish to specify general reinforcement for positive behaviors as well. Often a general lack of reinforcement available for following class rules will increase a wide range of problem behaviors. When reinforcement is given to all students for a wide range of positive behaviors dramatically decreases in problem behaviors occurs.

- **Method:** Find out what the student typically seeks in the environment. Ask the student and observe him/her in the situation or have the student complete a “reinforcement survey” of things s/he would want to earn. Does she like computer games? Adults to praise her work? Opportunities to be first in line? Make access to the reinforcer you discover contingent on performing the desired behavior.
- **Examples of Reinforcement of Replacement Behavior:**
 1. Billy’s teacher will praise his use of the new form of protest behavior his behavior plan suggests, i.e., calling her over to tell the teacher the work looks hard. (**Efficacy evidence:** Billy’s classroom and home behavior shows he is really pleased by any positive attention from adults.) She will also send home daily report cards describing his use of the new behavior and Billy’s parents will amply praise his new skill at home.
 2. Jane’s circle of friends will meet daily for 5 minutes at recess to praise Jane for her quiet, quick checking in with them during a work period that does not disrupt work. Jane and her friends will all receive points toward lunch with the teacher for their teamwork and support of each other. (**Efficacy evidence:** Jane and her friends chose this reinforcer at the beginning of the intervention, telling the teacher how much they wanted the opportunity to be in the “lunch crew” they had observed other students earning).
 3. Renee’s friends will award her “friendly talking” points and a “high five” gestural acknowledgement each time she tries to start a conversation using the language scripts she has been taught. The teacher will allow Renee to choose from a menu of tangible and activity reinforcers for every 10 points earned. (**Efficacy evidence:** Renee loves the high fives from adults and peers and says she wants to earn the variety of reinforcers on the list).

☐ **Positive Behavioral Principle:** Implementers need to know how to handle problem behavior if it occurs again.

- **Key Concept:** The behavior plan must specify reactive strategies ranging from:
 - 1) **Beginning stage:** Prompting the alternative replacement behavior;
 - 2) **Mid-behavior stage:** The problem behavior is fully present and now requires staff to handle the behavior safely through an individualized, careful deescalating of the behavior. This might include specific techniques, calming words, presenting of choices, distraction, and redirection. Each technique will likely be unique to the student. What has worked in the past is important to discuss. Some staff deescalate the student better than others and this should be considered.
 - 3) **Problem-solving/Debriefing stage:** Debriefing with the student is to review what happened, practice the alternative behavior again, and plan what to do next.
 - 4) **Required consequences stage:** Clearly written consequences or other team determined actions because of the behavior are important, e.g., school and district disciplinary required actions; calling parents; notifying probation department; attendance at special seminars, detention, and so forth.

- **Requirement:** All implementers must be clear on specifically how to handle behavior to assure safety of all and that the intervention matches the stage of escalation.
- **Method:** The behavior team will need to discuss what has worked in the past to alter the problem behavior, and what interventions are required at all four stages of problem behavior.
- **Example of reactive strategies:**
Billy's Behavior Support Plan includes the four stages of reactive strategies as follows:
 1. **Beginning behavior Stage:** Use gestures Billy has been taught that are cues to Billy to use the alternative protest, i.e., call them over to protest hard work. Follow the "Stop and Think" gestural system taught to teachers and students at this school.
 2. **Mid-behavior Stage:** Increase proximity to Billy, point to the work on the floor, use calm voice requiring work to be replaced on desk, wait patiently for compliance and praise in accordance with the teacher training on "One Minute Skill Building." If Billy is too agitated to work, invite him to take a "Time Away" in a specified classroom area. Praise his return when he is ready to work.
 3. **Debriefing Stage:** Ask Billy why he chose the old form of protest rather than his new alternative. Have Billy help fill out the daily report card communicating the poor choice he made and what Billy and the teacher will do next time to help assure the new behavior to protest is selected.
 4. **Consequences Stage:** If the behavior escalates to loud swearing, Billy will be sent to the counselor to complete a written process, "My Inappropriate Behavior," which may or may not result in a suspension or other school disciplinary procedures given by the Vice Principal for the disruptive behavior.

☐ **Positive Behavioral Principle:** *On-going communication needs to be between all important stakeholders in the student's life.*

- **Key Concept:** The behavior plan must specify who communicates with whom, how frequently and in what manner. Two-way communication between message senders and recipients is important.
 - **Requirement:** The communication needs to be frequently enough to result in the continuous teaming necessary to achieve success.
 - **Method:** Communication can be sent home in writing, through messages on email or voice mail, through posting (if information can be communicated in codes to assure confidentiality) or face-to-face.

- **Example of Communication between important stakeholders:**

Billy's team decided on the following communication provisions:

1. **Communication between:** parents, teacher, school counselor, therapist from Department of Mental Health, school principal
2. **Frequency:**
 - a. **Daily:** Report card on use of replacement behavior will be sent home; parents report back on praise or other reinforcers for accomplishment they gave Billy each day.
 - b. **Weekly:** Teacher will send weekly summary of Billy's behavior to principal, school counselor, parents and therapist
 - c. **Per Incident:** Episodes of protest that include throwing furniture or loud swearing will be reported to the school counselor, who will debrief and send "My Inappropriate Behavior" analysis sheet to the principal, therapist, family, teacher. Therapist and parents will communicate any discussions with Billy about the incident which have yielded important insights about future interventions to counselor, who will inform others as needed.
3. **Manner:**
 - a. **Daily:** written report hand carried by Billy to parents
 - b. **Weekly:** email summaries using a report chart
 - c. **Per Incident:** paper copy to principal, teacher. Email copy to therapist, family

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